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FAMILY DINNER SERVICE SPECIALIST, A SUGGESTED TRAINING PROGRAM.

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THE PURPOSE OF THIS GUIDE IS TO PROVIDE RESOURCE MATERIAL TO DEVELOP A LOCAL 240-HOUR PROGRAM FOR TRAINING A FAMILY DINNER SERVICE SPECIALIST TO PREPARE AND SERVE DINNERS FOR EMPLOYED PEOPLE, RETIRED PERSONS, OR FAMILIES DESIRING SUCH SERVICE. PROGRAM OBJECTIVES INCLUDE PREPARING TRAINEES TO PLAN MENUS AND DO FAMILY SHOPPING FOR DINNERS, TO PLAN AND CARRY OUT WORK SCHEDULES, TO PREPARE FOOD USING BASIC SKILLS NECESSARY FOR A VARIETY OF COMMONLY COOKED FOODS, TO SET TABLES AND SERVE FOOD CORRECTLY, TO FOLLOW HYGIENIC PRACTICES WITH FOOD, AND TO USE SANITARY METHODS IN TAKING CARE OF DISHES AND THE KITCHEN AFTER A MEAL. INCLUDED ARE FIVE SUBJECT MATTER UNITS, WITH ADDITIONAL SUGGESTIONS FOR PLANNING THE LESSONS AND LEARNING EXPERIENCES AND EVALUATING ACHIEVEMENT. THE TEACHER SHOULD BE A HOME ECONOMICS GRADUATE WHO HAS HAD TEACHING EXPERIENCE, PREFERABLY WITH ADULTS. THE TRAINEE SHOULD HAVE HAD PRACTICAL EXPERIENCE IN HOME FOOD PREPARATION AND BE A HIGH SCHOOL GRADUATE OR EQUIVALENT. CRITERIA ARE LISTED FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT, AND REFERENCES ARE INCLUDED WITH EACH UNIT. FACILITIES MUST BE WELL-EQUIPPED FOODS LABORATORIES TO PROVIDE PRACTICAL EXPERIENCES. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287--87007 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

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Family Dinner Service Specialist

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, Office of Education

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OFFICE OF EDUCATION

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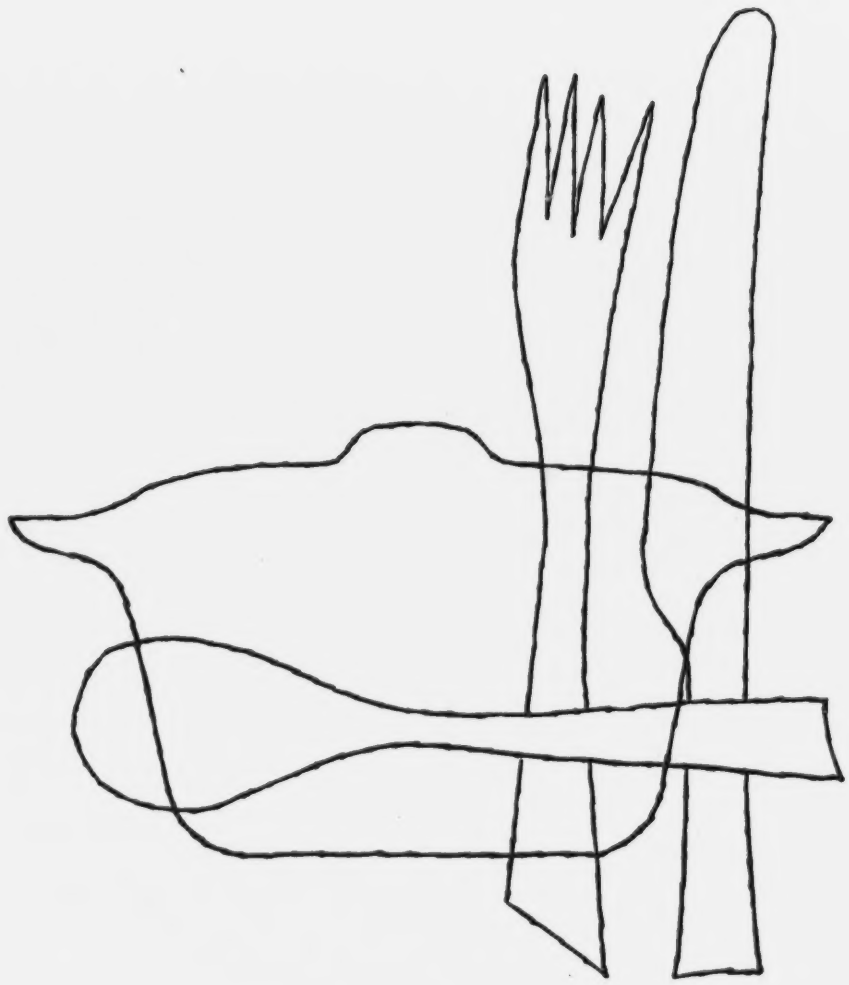
Family Dinner Service Specialist

A SUGGESTED TRAINING PROGRAM



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FOREWORD

THE MAJOR ROLE of home economics training in vocational education has been to assist youth and adults to prepare for the responsibilities and activities of homemaking and the achievement of family well-being. Although this role will continue to be a responsibility of home economics education, many socioeconomic changes affecting women and families require that home economists now assume, to a greater extent than in the past, the responsibility of providing training for wage earning. An increasing number of women find it necessary to spend part of their lives in some wage-earning occupation. In addition, many employed homemakers and community agencies find it necessary to secure assistance in the care of family members or in the provision of other services that contribute to more satisfactory family life.

A series of work conferences held in 1963, under the direction of the Professional Services Section of the Manpower Development and Training Program, U. S. Office of Education, brought together national leaders in adult education in home economics, who, in cooperation with workers in other branches of vocational education and several national organizations and agencies, selected nine service occupations for which to prepare suggested training materials. These occupations, based on home economics knowledge and skills, provide a service to families within a community setting or within the home. Suggested resource materials from which to develop a training program that meets the needs of a particular group of trainees have been prepared for each of the nine occupations. The job analyses and job descriptions used in the suggested training programs were prepared for inclusion in the revised edition of the Dictionary of Occupational Titles, issued by the U. S. Department of Labor.

This guide for the Family Dinner Service Specialist provides resource material from which a local training program can be developed. It is recognized that the experience and education of trainees will vary. A suggested schedule for training is included, but each training program should be adapted to each group of trainees. This publication will be useful in the development of training programs that will enable women to acquire competencies having a valid wage value and needed in assisting families.

Walter M. Arnold
Assistant Commissioner for
Vocational and Technical Education

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TRAINING PROGRAM FOR THE FAMILY DINNER SERVICE SPECIALIST

Developing Course Plans

The following suggestions are for training persons to be employed to work in homes to buy, prepare, and serve food for family dinners. Nationally, this job has been given a variety of descriptive titles. In this training guide the title Family Dinner Service Specialist is used.

Teachers must adjust and adapt the suggestions in this guide to the needs of the particular group they are teaching because the duties expected of the Family Dinner Service Specialist may differ from community to community and the trainees will vary in education, experience, and ability. In addition to having first-hand information concerning job requirements, the individual teacher must secure as much information as possible about the trainees. The specific objectives, teaching methods, and time allotted to each aspect of the training can then be adjusted to the local situation and to the trainees.

Job Functions

The Family Dinner Service Specialist prepares and serves dinners for employed men and women, retired persons, or families desiring such service. She comes into the home at a specified time, daily or on request, and prepares and serves dinner at a specified hour.

Program Objectives

To prepare trainees:

1. To plan menus and to do family shopping for dinners that meet the needs of the employer's family (when this is part of the work assignment agreed upon);
2. To plan and carry out a work schedule which makes it possible to have the meal ready at a certain hour and avoids letting food deteriorate because of too early preparation;
3. To prepare food using the basic skills required in the preparation of standard recipes for foods commonly cooked in family dinners, including vegetables, salads and dressings, milk and egg cookery, soups, meat, fish, poultry, quick breads, and simple desserts;
4. To prepare fresh, canned, or frozen fruits to contribute to palatability, attractiveness, and nutritional value of the meal;
5. To set the table properly, according to the type of service required by the employer;
6. To serve food correctly, according to the form of service preferred by the employer—informal, family style, or formal;
7. To follow hygienic practices in handling, preparing, serving, and storing food;
8. To use sanitary methods in washing dishes and in cleaning the kitchen after a meal.

Teacher Qualifications

A qualified teacher is a home economics graduate who has had teaching experience, preferably with adults. The teacher should have a special interest in food, a "flare" for cookery, and experience in preparing food for others.

Suggested Background of Trainee

The trainee should have interest and practical experience in home-food preparation. The trainee should have a high-school education, or equivalent. She should be capable of self-direc-

tion in a nonsupervised situation. The trainee should be in good health and able to secure a health certificate.

Length of Course and Course Units

A course of 240 hours is suggested for training. The following suggested time in hours for each of the five units can be used as a guide for planning a course to meet trainee and community needs.

Course Unit	Title	Hours
I	Orientation to the Nature of the Work and Interpersonal Relations	10
II	Menu-planning and Marketing	30
III	Food Handling and Storage and the Use and Care of Equipment	20
IV	The Work Plan and Preparation of Dinners	150
V	Table Setting, Food Service, and Clean-up Procedures	30
	Total	240

COURSE UNIT I

ORIENTATION TO THE NATURE OF THE WORK AND INTERPERSONAL RELATIONS

Suggested Training Time — 10 Hours

Objectives

To orient trainees to the nature of the work, to health and hygienic requirements for handling food, and to the personal qualities which seem desirable to cultivate.

Course Unit Outline

A. Important background information
   1. Scope of responsibilities of the Family Dinner Service Specialist
      a. Differences between this type of part-time work and full-time employment in the home
      b. Differences between working in own home and in home of the employer
      c. Need for clear understanding of work to be done
         (1) Shop, plan menu, prepare and serve meals
         (2) Wash up dishes from previous meals, clean kitchen, use food purchased by employer in preparing planned menu
         (3) Frequency of guest dinners and number of guests to be entertained at one time
         (4) Number of courses to include in a meal
   2. Training as a factor for job success
      a. Necessity for knowing the basic skills in food preparation and serving which training will provide
      b. Training in good work procedures to save time and energy
      c. Skilled workers in greater demand than unskilled workers
   3. Work agreements
      a. Importance of employer-employee agreement prior to employment concerning hours of work and hourly wage
      b. Desirability of a written statement concerning agreements with signature of employer and worker
   4. Health of employee
      a. Importance of good health of the worker
      b. Necessity of a recent health certificate
      c. Important health practices
   5. Social Security and labor laws
      a. Social Security—an employee benefit
      b. Social Security deductions and matching fund
      c. Employer's responsibility for reports to Social Security Office
      d. State and local laws concerning minimum age, hours of employment, minimum wage
      e. Types of employment agencies in the community; possible uses by employee

B. Desirable personal qualities
   1. Reason for importance of such desirable personal qualities as promptness, initiative, dependability, honesty, originality, thoroughness, cooperative attitude, attractive appearance, good grooming, and high standards for work
   2. Some ways to improve or develop desirable personal qualities
      a. Discussion of ways to work on personal improvement

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Twixt the Cup and the Lip. MP-So-BW-22min. New York City Health Department.

COURSE UNIT II

MENU-PLANNING AND MARKETING

Suggested Training Time

30 Hours

Objectives

To develop the trainees' understanding of menu-planning and marketing for food for family dinners.

Course Unit Outline

A. Interrelating units

1. Course Units II, III, and IV are interrelated. Effective teaching of these sections will be from the meal-preparation approach in which the principles of marketing, menu-making, correct food preparation processes, and management of time are interrelated. This, of course, does not mean that individual lessons relating to information in any unit may not be interspersed as required, but the point of focus will always be the preparation of a dinner. Many kinds of food preparation processes will be included to develop the many skills the Dinner Service Specialist needs to acquire.

B. Menu-planning

1. Some factors to be considered in menu-planning for a family dinner
   a. Nutritional needs of the family group being served
   b. Number of people, their ages, health, activities, likes and dislikes
   c. Amount of money available for food
   d. Amount of time required to prepare the meal and the time available in which to prepare it
   e. Variety in flavor, texture, color, kinds of food, and methods by which it is prepared
   f. Seasonal foods

C. Essentials for good marketing

1. A shopping list
   a. Daily or weekly lists related to supplies on hand and family food needs
   b. Items grouped for convenience in shopping
      (1) Canned and bottled groceries
      (2) Staples—flour, sugar, leavening agents, salt
      (3) Meats, fish, poultry
      (4) Dairy products and eggs
      (5) Bakery goods
      (6) Fresh fruits and vegetables
      (7) Frozen foods
      (8) Miscellaneous items
2. Necessary information about foods to be purchased
   a. Canned, fresh, frozen, dried
   b. Variety of fresh fruits or vegetables in relation to use; e.g., potato for baking, and criteria for selecting fresh produce
   c. Buying guides—labels, trademarks, brandnames, grade labeling and information each supplies
   d. Guides for determining amounts to be purchased
3. Use of "food specials" in daily newspaper advertisements

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COURSE UNIT III

FOOD HANDLING AND STORAGE AND THE USE AND CARE OF EQUIPMENT

Suggested Training Time — 20 Hours

Objectives

To provide trainees with the basic understandings necessary for proper food handling and storage and for correct use and care of equipment.

Course Unit Outline

A. Principles of food storage

1. Organization of foods for storage in available space
2. Preparation of fruits and vegetables for storage
3. Length of time and suitable place for storing different kinds of foods, including
   a. Fresh, packaged, and frozen foods
   b. Meats and dairy products
   c. Bakery products

B. Sanitation in food handling

1. Condition of food in the market
2. Importance of washing before storing or using
3. Health habits to be observed when handling food
   a. Use of special tasting spoon
   b. Washing hands
   c. Suitable clothing for working in the kitchen

C. Use and care of kitchen equipment

1. Large equipment
   a. Ranges—electrical, natural or manufactured gas, or microwave
   b. Refrigerators—proper placement of food; cleaning and defrosting; temperature control
   c. Freezers—compartment in refrigerator or separate piece of equipment; placement and rotation of food; temperatures
   d. Dishwashers—undercounter and portable; front opening or top loading; preparation and placement of dishes for washing
   e. Sinks—with and without disposals
2. Small electrical appliances
   a. Proper use and care of coffee makers, electric frypans, toasters, mixers, waffle irons, deep fat fryers, and food blenders
   b. Safety reminders—proper inserting or pulling of cord; overloading circuit; frayed cords
3. Small equipment
   a. Equipment to measure volume, weight, temperature
   b. Equipment for the mixing and preparation of food
   c. Cutting and chopping equipment
   d. Cooking in the oven--baking or casserole
   e. Cooking on top of the range
      (1) Commonly used examples of each type of equipment
      (2) Effective use of each piece of equipment
      (3) Proper care
      (4) Methods of cleaning materials used in kitchen equipment; aluminum, stainless steel, copper, tinwear, castiron, pyrex, glass, enamel ware, pottery, woodenware

D. Types of table setting and food service equipment

1. China, pottery, plastic, glass, crystal—types for informal and formal meals
2. Flatware—sterling, plated, stainless steel
3. Table cloths, place mats, napkins—materials for informal and formal use
4. Suitable methods of care for each type of table-setting equipment

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COURSE UNIT IV

THE WORK PLAN AND PREPARATION OF DINNERS

Suggested Training Time — 150 Hours

Objectives

To help the trainee learn how to plan work schedules and to understand and apply principles of cookery in preparation of foods served at dinner. (This unit will consist of the preparation of dinners, and make it possible for the trainee to develop skills in the preparation of the foods served at dinners. Application of the principles of menu-making and marketing, and the development of usable work plans will be an integral part of the many laboratory lessons. Emphasis will be given to the application of basic principles of cookery and to helping trainees understand how to make even simple foods palatable and distinctive.)

Course Unit Outline

A. The work plan

1. Know the hour at which the dinner will be served. This is the starting point.
2. List the jobs to be done in preparing the menu chosen for the dinner.
3. Determine the job requiring the longest time and approximate time required for each of the others.
4. Plan the sequence to jobs; dovetail the steps of the different ones, so that each food is ready to serve at the hour agreed upon, and has not stood and deteriorated in nutritive value, appearance, texture, or flavor.
5. The work plan needs to include time for setting the table, keeping the work space in the kitchen orderly, and washing up mixing bowls or other food-preparation equipment before serving the dinner.
6. Follow the basic requirements for good work procedures: equipment available at point of first use; selection of proper equipment for the job; correct use of each piece of equipment; food materials required for a recipe arranged in semicircle on work table within easy reach; effective use of both hands; work plan posted as a reminder; clock visible from the work center.
7. If the Dinner Specialist does some of the marketing, make up the marketing list before leaving the kitchen after dinner.
8. Plan sequence of tasks for washing dishes and leaving kitchen clean and orderly after the dinner is served.

B. Basic information for food preparation

1. Terms commonly used in food preparation
   a. Abbreviations for measurements; e.g., t = teaspoon, hr = hr
   b. Equal measures; e.g., 1 pt = 2 c, $\frac{1}{4}$ c = 4T, 1 stick butter = $\frac{1}{2}$ c, 1T cornstarch = 2T flour
2. Meaning of oven temperatures; e.g., moderate = 350° -375°
3. Tests for doneness of steamed, boiled, baked, or roasted foods
4. The use of recipes in meal preparation, including the interpretation of directions for combining ingredients
5. Definitions of cooking terms; e.g., braise; "cut in"; dash; dredge; scald; thicken

C. Preparation of dinners

1. Some laboratory lessons may be given in the preparation of a single food product to enable all trainees to develop a basic skill in use of equipment or handling ingredients. However, most of the lessons will include planning and preparing an entire din-

ner menu within a specified time. The Family Dinner Service Specialist needs to develop good managerial skills as well as acceptable proficiency in the preparation of food.

a. Plan and prepare dinners using different meats, poultry, and fish; at low-, medium-, and high-cost levels; select soups or appetizers, vegetables, salad, and dessert suitable to the meat course, the season, nutritive balance, texture, and combination of flavors
b. Plan menu and prepare meals which include a meat substitute as the main course
c. Plan and prepare vegetable dinners
d. Plan and prepare oven and electric frypan dinners
e. Learn to use the seasonings, herbs, and spices uniquely suited to different foods
f. Through the preparation of dinners trainees will learn the fundamental principles of protein cookery; conservation of nutrients in cooking succulent or starchy vegetables; making of soups, sauces, dressings; uses of cereal products in cookery; making of quick breads, cakes, and pastry; and uses of fruits, cooked and fresh, in dinner menus.
g. Guide trainees in identifying characteristics of good food products; probable reasons for failures; specific techniques by which to produce a desired standard

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COURSE UNIT V

TABLE SETTING, FOOD SERVICE, AND CLEAN-UP PROCEDURES

Suggested Training Time — 30 Hours

Objectives

To help trainees learn how to set the table for informal and formal dinners, serve meals according to family preference, and follow sanitary procedures in washing dishes and cleaning up the kitchen.

Course Unit Outline

A. Table setting

1. The type of dinner—family style, buffet, formal, or a combination—determines the kinds and the arrangement of linen, china, and silver for setting a table
2. Characteristics of a well-set table
3. Appropriate accessories and centerpieces to make a table attractive

B. Waiting on the table

1. Commonly accepted practices
   a. Serve and remove food, from the left side, using the left hand
   b. Serve and remove the beverage from the right side
   c. Hold the plate or the glass so that the thumb or fingers do not touch the edge
   d. Hold foods low, if person served is to help himself
   e. Remove serving dishes first when clearing table
   f. Remove all soiled dishes in front of one person, before going to the next person. Dishes are not stacked
   g. Brush crumbs onto a plate, using folded napkin
2. Some aids to good table service
   a. Suitable size and type of dish to keep hot foods hot, cold foods cold, and raw foods crisp
   b. Eye appeal in putting food on dishes; size of serving, color arrangement, garnishes

C. Clean-up procedures

1. Cleaning of preparation dishes before serving the meal
2. Orderliness of the kitchen while serving and removing each course
3. Preparation of dishes for washing
   a. Use of disposal or sanitary handling of waste food in garbage can
   b. Preparation of dishes for dish washer or requirements for sanitary dishwashing by hand
4. Care of left-over food
5. Daily care of stove and sink

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Planning the Learning Experiences

The objectives of a training program are achieved by learning experiences designed to help the trainees develop those behaviors and abilities designated in the objectives. Each experience should serve a definite function and should not be introduced because it is traditional or "modern" or because it is satisfying to the teacher.

A good teacher constantly reminds herself that "covering" the topics outlined for a course does not automatically result in learning. She knows that effective learning experiences should be planned by visualizing what the trainee must be able to do on the job. The job analysis will be an important guide, because the class experiences must be realistic and based on work situations for which the training is being given. Each trainee needs opportunity to apply her understandings and abilities to the different kinds of problems she may face.

A variety of learning experiences will be needed to develop the kinds of abilities required in home and community service occupations. Creativity is a key in providing meaningful experiences for a particular group. The successful teacher will see new ways to synthesize, adapt, and revise experiences to fit the unique characteristics of the group and fulfill the requirements of the job.

These are some planned experiences to be considered:

A. Experiences that will add to and enrich the background of trainees

1. Bringing employers to class to give information on nature of the job
2. Using persons from special fields such as mental health, geriatrics, nutrition or dietetics, child development, medicine, public health, and housing to extend basic knowledge and answer questions
3. Providing reading material appropriate to age and reading ability
4. Using movies, filmstrips, charts, tape recordings, or other audiovisual materials to present specific information (it will be necessary for teachers to preview films, filmstrips, and tapes for appropriateness of and familiarization with the content)

B. Experiences which help develop insight and desirable attitudes

1. Playing out roles of people who might be involved in a work situation
2. Visiting with prospective employers who are to benefit from services to be given by trainees
3. Comparing methods of doing a task by making simple time and motion studies
4. Reacting to situations illustrated in movies, cartoons, or short dramas
5. Making planned trips to representative places of employment

C. Experiences in analyzing work situations and solving problems

1. Considering a specific employment problem or work situation. The situation presented must be realistic. (If actual cases are studied, anonymity should be maintained.) The teacher should ask questions which lead trainees to recognize the problem, to decide what additional information might be needed, and to suggest and evaluate solutions.
2. Developing step-by-step work schedules for some aspects of the job
3. Working out typical problems in a laboratory situation

D. Experiences to develop specific skills and abilities

1. Watching demonstration of a technique, with follow-up practice in class, laboratory, in own home, or in a situation provided by cooperating employer(s)
2. Observing and participating in specific activities in places similar to those where trainee will be employed
3. Experimenting with different arrangement or placement of equipment and supplies, or different techniques for completing a job
4. Acting out situations such as interviewing a prospective employer, repeating directions given, or getting help from a supervisor

E. Some teaching methods which help trainees draw conclusions and summarize important ideas

1. Circle discussion—each member tells of something she observed on a field trip or in a film that would be useful to an employee
2. Buzz group—a small group of trainees applies a principle to new situations
3. Summarizing panel—2 to 5 members of the class review important ideas presented in a class session
4. Summary sheets—brief summaries of major ideas, important facts, or steps in a work process, prepared by the teacher for distribution to trainees at the end of a lesson

Evaluating Achievement

Major functions of evaluation in a program designed to prepare individuals for wage-earning:

1. Assessing basic abilities of persons desiring to enroll in the training program as a basis for selection
2. Determining needs and backgrounds of trainees as one basis of setting up specific goals for the course
3. Measuring the extent to which trainees achieve the goals

Evaluation made for these purposes also will give the teacher a basis for developing learning experiences, modifying course plans, and selecting appropriate references and teaching materials. The needs, backgrounds, and abilities of potential trainees can be assessed by teachers in informal interviews with each person. Personal data sheets and more formal measurement of reading ability and aptitudes for the job may be supplied by vocational counselors or employment service offices.

An integral part of planning a course is selecting some means for checking the progress of each trainee. The desired understandings, attitudes, and abilities are described in the objectives. Course plans must include:

1. Ways of observing each trainee's progress toward achieving objectives
2. Methods of recording observations so progress may be assessed

A teacher can obtain some clues to progress from the trainee's participation in class and from individual conferences. An "anecdotal record," which is a factual report of what the trainee says or does, needs to be written at frequent intervals. Evaluation of the anecdotes should not be attempted until a number of observations has been recorded and at a time when the teacher's feelings and emotions are least likely to influence her judgment.

A rating scale may be used to indicate the level or quality of trainee accomplishment. Three levels are commonly used such as "very good," "acceptable," "not acceptable." (An experienced teacher may use one with 5 to 7 levels, but those used by trainees should be less complex.) The accomplishments being evaluated should be stated specifically and the meaning of the different levels on the scale should be indicated clearly so that all persons using the scale have a common under-

standing of the meaning of each rating. A check-off type of list can be used by both teacher and trainee to record completion of learning activity or achievement of some measurable skill. Rating scales, sometimes called "score cards," may also be developed to rate a completed task.

Evidence of trainee accomplishments should be compiled throughout the training course. Since observations are more valid if made in realistic situations, much of the evaluation will usually take place in laboratory and practice sessions.

Planning the Lesson

The best guide or lesson plan is, of course, one that has been prepared by the individual teacher, based on personal experience and manner of teaching. Although teachers differ in their ways of organizing and coordinating important parts of their presentations, they agree that the purpose of a lesson is effective and meaningful classroom instruction.

Written plans may be very brief, but the good teacher will know before the class starts:

1. The goals or objectives of the lesson—the kind of learning desired
2. The outline and suggested time schedule for the lesson, including
   a. An interest approach—a way to introduce the lesson, to capture the interest of the trainees and to direct their attention to the lesson's goals or objectives
   b. Activities which will involve the trainees in discovering new facts and principles, solving realistic problems, or practicing skills
   c. A way to summarize the lesson—to help trainees arrive at some valid conclusions and /or to evaluate the extent to which lesson goals have been achieved
   d. Assignments of additional study or practice
3. The subject matter content—the facts and principles or main ideas to be brought out in the lesson
4. The teaching materials and references to be used

Teaching Facilities

A suggested basic teaching facility is a well-equipped foods laboratory with ample chalkboard and bulletin board space, facilities for audiovisual materials, work stations for each trainee, and space and equipment for serving meals to a family-size group.

In addition to all-purpose home economics rooms, there are various types of facilities which, if available locally, could enhance the effectiveness of this course. Trainees, for example, could profit from visits to local facilities to observe techniques and equipment used in preparing and serving family meals.

Because all of the suggested facilities will not be available in every community, it remains for the teacher to modify or supplement these suggestions.

1. Households of cooperating homemakers

   Through visits to the residences of cooperating homemakers, particularly those trained in home economics, trainees can observe techniques of work simplification and meal preparation in a family setting. Trainees might gain practical experience by planning and preparing a complete meal, using a cooperating homemaker's equipment and materials.

2. Local food stores

Field trips to local food shops can help trainees learn more about desirable shopping techniques, general price levels, characteristics of various foods and food products, and ways of selecting particular foods.

3. Local appliance stores and utility companies

These stores and companies usually have trained specialists who give demonstrations in the use and care of appliances, not all of which may be available for class practice sessions or demonstrations. Much can be learned about the use, operation, and care of these appliances through a well-planned visit to these facilities.

Criteria for Judging Trainee Readiness for Employment

Criteria which serve as guides in determining whether the trainee is ready for employment as a Family Dinner Service Specialist will be more intangible than in some occupations. However, acceptable performance of necessary skills is of such importance that every attempt should be made to evaluate trainee performance.

The use of various evaluative devices is necessary for the teacher and the trainee to accumulate objective information about the growth of the trainee. The following competencies should be developed or strengthened during the training program.

A. Personal qualities

1. Courtesy, friendliness, and tact in dealing with members of the family
2. Acceptable appearance—good grooming, cleanliness and neatness in dress, sensible choice of clothing
3. Good personal habits—dependability, cleanliness, methods of work, initiative
4. Mature judgment in a variety of household situations
5. Acceptable attitudes—cooperation, interest in serving people, pride in work
6. Understanding of own role and that of others

B. Activities showing knowledge, understanding, and skills

1. Demonstrates ability to work without supervision—to make a plan of work and follow it through
2. Demonstrates basic cooking skills—plans and prepares nutritious meals which meet employer needs, preferences, and budget
3. Demonstrates ability to plan menus, do family shopping, set the table, and serve food according to customs and preferences of employer
4. Exhibits knowledge of use and care of equipment—stove, refrigerator, dishwasher, cooking utensils, tableware
5. Understands importance of personal hygiene and home sanitation—in preparing, cooking, serving and storing foods; in washing dishes and cleaning the kitchen
6. Demonstrates understanding of safety in the home—basic precautions; procedures in case of accidents

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This is one of a series of nine training guides for Home and Community Service Occupations.

A. Community-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Child Day-Care Center Worker
2. Management Aide in Low-Rent Public Housing Projects
3. The Visiting Homemaker
4. Hotel and Motel Housekeeping Aide
5. The Supervised Food Service Worker

B. Home-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Clothing Maintenance Specialist
2. Companion to an Elderly Person
3. Family Dinner Service Specialist
4. The Homemaker's Assistant